AMERICAN SIGN LANGUAGE I

Description
This will be a new course American Sign Language I, ASL 101, a beginning course designed to develop skill in a form of manual communication used primarily by American-born deaf persons in interpersonal (face-to-face) relations. Emphasis will be placed on the use of the body for visually based communication, and the structure, vocabulary and development of American Sign Language.

3 hours, 3 credits

PRE-REQUISITES: CUNY certified: Reading and Writing

REQUIRED BOOKS and VIDEO TAPE:


Mikos, Smith, and Lentz, (Text and Video) VISTA: Signing Naturally I, Dawn Sign Press

ASL I EXPERIMENTAL COURSE PROPOSED BY JANICE B. RIMLER, M.Ed, CT, ASLTA

REFERENCES:
www.handspeak.com ASL Interactive Dictionary
www.handson.org NYC events
www.deafnyc.com Click on Join the list icon NYC events
www.aslinfo.com ASL/Culture
www.deafandhh.com ASL/Culture
www.deaflibrary.org ASL/Culture

COURSE OUTLINE: ASL I

<table>
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<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings/Workbook</th>
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<tr>
<td>1</td>
<td>Introducing oneself, Deaf Awareness Quiz, Gestures- using space, describing, colors, Fingerspelling</td>
<td>handouts</td>
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2 WH questions/grammar, shapes, color, space, numbers 1-10, fingerspelling, Deaf culture handouts VISTA Unit I, p.33
3. YES/NO & WH questions, People VISTA Unit 2
use of facial expression, pronouns, possessives, correcting information, Deaf culture FHPO pp1-13

4 Surroundings-asking, telling where, expressing wants VISTA Unit 3, Real world orientation. Numbers 11-15 FHPO Ch. 1,2,3
Family life. Pronouns/possessives, use of space

5 Residence- City, towns, homes, location VISTA Unit 4, pronouns/possessives, correcting information FHPO Ch. 4,5,6
Family/Friends, numbers 16-20, Classifiers

MID-TERM creating a cohesive story – Videotaping FHPO Ch. 7,8,

Family/Friends, YES/NO, WH Questions VISTA UNIT 4,5
Classifiers, Numbers 21-100, use of space FHPO Ch.10,12

Attention getting behaviors, grammar practice
Describing people, Time concepts, Dual pronouns VISTA Unit 6

Sentence structure reviews through questions and dialogue, time concepts, Videotaping FHPO Ch.14,16

10 calendar of activities, descriptors, classifiers VISTA Units 1-6

11 story telling, Videotaping FHPO Ch. 17,18

12 Portfolio Assessment-peer review FHPO Ch. 21,22,23
use of space in conversation, phone numbers, ss numbers, age, time review FHPO Ch. 35-39
creating a comprehensive presentation, using your body of knowledge

15 FINAL EXAM- EXPRESSIVE and RECEPTIVE

FHPO = book: For Hearing People Only
Additional readings/articles will be handed out as part of weekly assignments
PERFORMANCE OBJECTIVES AS PER NATIONAL STANDARD:

At the end of the course, students should be able to:
Introduce themselves
Fingerspell clearly with a natural rhythm
Discuss basic family structure
Discuss where they work/go to school/live
Use 3-D space to describe simple concepts
Ask questions based on family, work, school, environment
Use basic descriptors: color, height, patterns
Can use numbers appropriately for address, phone, age, time
Use a vocabulary of approximately 500 signs

ASSESSMENT INDICATORS

GRADING SYSTEM: Final grade is based on:

Signing (Receptive and Expressive)
50% Signed participation and assignments (Receptive & Expressive) including portfolio (video tape and notebook)
NOTE: Using spoken language will affect your grade as this is a visual language class.

20% Final Project and Written Exam (Receptive & Expressive)
NOTE: Your final project (10%) will require working in a small group and signing for at least 10 minutes. The written exam will be 10%

10% Two events plus final summary (Receptive & Expressive)
NOTE: You are expected to meet ASL users and apply your skills; then write a report

10% VISTA Workbook Assignments (Receptive)
NOTE: You are expected to watch videotape assignments and complete written assignments in the book.

5% Pepnet certificate -Requirements listed under ASSIGNMENTS.

5% Midterm exam

ACTIVE CLASS PARTICIPATION:
Students are required to use visual communication and visual language in the classroom. Spoken English is not allowed unless instructed to do so.

NOTES

Unlike spoken languages, which are linear (one word following another), sign languages are simultaneous (a sign and body/facial expressions occurring at the same time). Before meaningful sign language communication can occur, the essential non-manual
grammatical aspects of ASL must be learned. These include the use of facial expression, body movement, posturing, eye gaze and space.

Since Hearing (non-Deaf) people are unaccustomed to acquiring visual language skills, engaging in non-manual, readiness activities are integral even before signing vocabulary is introduced.

This is a self-centered or self-driven learning experience, and each student is responsible for his/her learning. It is essential to work with peers as a support team so learning can be advanced. In this class, we will use the GISH method. We will ask questions pertaining to learning and will not freely give “answers.” Also, cultural values play an important role in this class. Each culture is respected and incorporated into the language.

ASSIGNMENTS:

Events:

Each student will be required to attend two events. He/she will observe and interact within his/her signing ability. A paper, at least two pages in length is to be submitted of experiences explaining what he/she understands regarding Deaf culture, how that fits into the observation/interaction. Using references from the articles read and texts a cohesive document of the experiences will be articulated. The cover page will have a listing of the name of the events, location, date and time. As proof of attendance, a ticket or brochure must be attached to the paper.

Event papers will not be accepted after due date.

Pepnet Certificate:

Each student will be required to log on to www.pepnet.org. Click on: Online Training. Click on: Orientation to Serving Students Who Are Deaf or Hard of Hearing

Each student is to take this training course and print out the certificate upon completion. A two-page paper about this learning experience is required. The paper must be typed and certificate attached.

New York City College of Technology Policy on Academic Integrity

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity,
offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

ATTENDANCE AND LATENESS:

A student may be absent without penalty for 10% of the number of scheduled class meetings during the semester. Therefore, if class meets once a week a total of 2 classes can be missed without penalty, or if the class meets twice a week a total of 3 classes missed are allowable.

SUMMATION OF COURSE REQUIREMENTS:

Attendance as outlined in the college catalogue.
All students are expected to be on time.
All students are expected to use visual – gestural language to communicate unless otherwise indicated by the instructor. Spoken English is not encouraged.
Active participation.
Completion of assignments and projects as assigned by the instructor. Instructors are expected to provide written instructions to students by the second time the class meets. Video taping of class assignments several times a semester for feedback by instructor, fellow students and self.
mid semester examination
final examination.